

Equality & Diversity Action Plan 2019/20

Outcome for Learners : Use data and information systems to monitor, analyse and raise the success rates for all students						
Key actions		How will this be done and or evidence sources	Lead department/person	By when	Achieved /progress to date	Status
1.1	Analyse student achievement rates by equality strands and address any success rates that are below College and national averages and identify any targeted support needs.	<ul style="list-style-type: none"> Performance reports looking at retention and achievement rates Implement specific actions Monitor impact of targeted support Identify areas requiring additional support activity through campus and Directorate SARS- explicit actions required in the QIPs Utilise maps of enrolment to establish causal links between home/ travel and achievement Introduce campus –based award ceremonies to raise profile of success at lower levels and celebrate achievement for wider group of learners 	Group Director of Quality Group Director MIS	Oct 2020 July 2020	Progress to Date by MIS EDIMS Highlight report has been available since July 2019 New Reports including LAC, EHCP, HNS, disability/difficulty available on Pro Achieve Pro Achieve and Highlight training took place at 2 campuses in March 2020, remaining campuses to happen after lockdown. Training included identification of EDIM achievement and retention rates	
1.2	Analyse student disciplinary Action by equality strands and address any adverse impact	<ul style="list-style-type: none"> Student disciplinary records Timpson report Attendance 	Deputy principals – campus level Principal with E&D oversight	Jan 2020 July 2020	So far there have been 68 exclusions with no discernible patterns.	
1.3	Analyse take up of student support services and enrichment activities	<ul style="list-style-type: none"> Enrichment and mentoring SAR Ensure service and activities are accessible to learners Feedback from students via focus groups Personal Development, Behaviour and Welfare. 	Report by campus: safeguarding and enrichment leads	Ongoing Sept 2019	Fresher’s Fayre (Sep 2019) 500 students Keep Safe Week (Oct 2019) 115 students Black History Month (Oct 2019) 350 students World Mental Health Day #helloyellow (Oct 2019) 200 students Disability History Month (Nov 2019) 336 students Anti-Bullying Week (Nov 2019) 194 students International Men’s Day (Nov 2019) 100 students Friends of the Earth Event (Nov 2019) 120 students Drugs Awareness Workshops (Dec 2019) 182 students Christmas Celebration (Dec 2019) 500 students Knife Crime Talk (Dec 2019)	

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					100 students Sexual Health workshops (Feb 2020) Language week (March 2020) Counselling Referred since Sep 19 to date : Redbridge: 60 students Hackney : 49 students Tower : 79 students Epping : 15 students Epping - Unscheduled contacts on average each month: 10 Epping - Drop-in contacts on average each month: 15	
1.4	Student complaints	<ul style="list-style-type: none"> Student complaints process 	Group Director: Communications & Customer Services	October 2020	Termly reports to SMT and annual report to Governors includes equalities data.	
Quality of Teaching Learning and Assessment: Embed equality and diversity into the student experience by removing barriers and ensuring all students have access to College resources						
	Key actions	How will this be done and or evidence sources	Lead Department /person	By when	Achieved /progress to date	Status
2.1	Identify and continue to ensure learners have access to appropriate support	<ul style="list-style-type: none"> Learner Support Service's records Review impact of support offered Ensure service accessible to learners Personal Development, Behaviour and Welfare. Ensure non-compulsory disclosures are encouraged and supported during enrolment and induction to increase awareness of LACs/ non- EHCP covered learning needs as vulnerable groups 	GCD ALS Campus Safeguarding & enrichment leads	First review November 2019 2 April 2020	Achieved for ALS. All support reviewed every 6 weeks. Any outstanding support needed now in place.	
2.2	Continue to ensure curriculum and support services deliver activities that support the promotion of E&D and tackle discrimination through tutorial/pastoral support	<ul style="list-style-type: none"> Enrichment activities Learner voice Tutorial programmes Student Handbook Diversity calendar British values Personal Development, Behaviour and Welfare. Tutorial/enrichment 	Principal Havering Colleges & Group Deputy Principal Campus Safeguarding & enrichment leads	Aug 2019 ongoing	E&D activity embedded in the tutorial and enrichment SOW across the group. Themed months enables target focus on key issues Class rep training and learners voice activity Weekly tutorial briefings and activity that supports the delivery of E&D activity (Hackney M.G)	
2.3	Continue to ensure E&D is embedded in the classroom by; Better promotion through the use	<ul style="list-style-type: none"> Check SOW and lesson plans for evidence of differentiation 	Principals Group Director of Quality	Sept 2019 ongoing	Evidenced by Learning walks. Picked up the T&L model and LWS. Team meetings discuss materials for good	

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	<p>of naturally occurring opportunities in lessons as related to their subject specialism</p>	<ul style="list-style-type: none"> • Visit classes as part of lesson observation scheme and/or through informal observations • Student survey • Teaching materials used before, during and after lessons • Sharing of good practice through the use of Advanced Practitioners on CPD days and via Moodle 			<p>representation and build opportunities for reference to personal experience / culture etc into groups discussion. Supported by wider initiatives: #1 am (Tower Hamlets)</p> <p>Embedded in approaches to lockdown. Flexible learning models to ensure access for those without IT or who need/ prefer paper copies. Laptops and Dongles loaned across the group. Website provides instructions for easy log-on. Weekly admin support at Poplar campus to assist with posting materials home.</p> <p>80% engagement with distance learning reported. Issues reported with ESOL learner's engagement. SEND learners are being encouraged to use TEAMS where possible, but all have work packs</p> <p>Staff Survey on distance learning conducted and reported on via SMT. Digital skills training for new courses for adults will feature as part of July CPD. ESOL learners will benefit.</p> <p>Platforms for enhanced online lining being scoped June 2020. Emphasis on full participation for all- including Virtual field trips, etc. Recognising shielding still in place for ill health, BAME communities, careers and those in multigenerational households. Ack will be prepared for cohorts as above but also anyone declaring faith (Christian Brethren, Mormon etc.) where IT is not permissible.</p>	
<p>Leadership and Management: Actively promote equality & diversity and receive feedback from staff, learners, employers and other partners of the College</p>						
<p>Key actions</p>	<p>How will this be done and or evidence sources</p>	<p>Lead department/person</p>	<p>By when</p>	<p>Achieved /progress to date</p>	<p>Status</p>	

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3.1	Continue to ensure all staff, students and key stakeholders understand their obligations under the Equality and Diversity Action Plan (SES)	<ul style="list-style-type: none"> All staff, students and key stakeholders receive E&D training E&D is an integral part of staff and student induction programmes and is monitored by EDSG. Access to work. 	<p>Group Director of HR</p> <p>Group Director of Quality</p>	<p>Sept 2019 ongoing</p> <p>May 2020</p>	<p>E&D is on the College SoW to ensure that learning is accessible.</p> <p>99% compliance</p> <p>New employees complete the training within 3 weeks of their start date.</p> <p>E&D is a standard & required interview question on all panels</p>	
3.2	Continue to ensure marketing activities and the promotion of the College positively reflect the College's ethos and commitment to E&D	<ul style="list-style-type: none"> Marketing materials Learner success stories Prospectus College website Recruitment adverts Workforce data 	<p>Group Head of Marketing</p> <p>Group Director of HR</p>	<p>Campaigns reviewed May 2020</p> <p>Aug 2019 ongoing</p>	<p>Equality & Diversity is a central component of the College's marketing strategy and the marketing department ensures that all our promotional materials fully represent the College's student body and wider society as a whole.</p> <p>Students are a central part of our marketing campaigns being represented in our advertising, prospectuses, websites, films and social media. We ensure that stakeholders with a variety of protected characteristics are represented and celebrated.</p> <p>This will continue to be a central aspect of all our marketing activity, recruitment practice and monitoring. All adverts reflect NCC's diverse workforce. All HR staff have received safer recruitment training.</p> <p>There is good access to the application process and college information systems</p> <p>Applicants can, for example, access information aurally or in other languages through embedded software in the website. The college teams share this information with all potential applicants.</p>	

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3.3	Continue to ensure students are safe, free from discrimination, harassment and bullying while accessing college services	<ul style="list-style-type: none"> • Tutorial Programme • Monitor student complaints procedure • Work with external agencies and partners on employer agreement (requires employers to have an Equality Policy in place or abide by the College's policy) • Student surveys • HR policies and processes • Personal Development, Behaviour and Welfare. 	Deputy Principals Principals	Aug 2019 Ongoing Jan 2020 May 2020	<p>Student feedback shows an improvement in the percentage of students feeling safe. All students have been made aware of how to report any safeguarding issues, including when on work experience for apprenticeships. Monitored through safeguarding forum.</p> <p>Learner voice registers satisfaction in equality of opportunity between groups but not necessarily between different curriculum areas or campuses.</p> <p>Tolerance and kindness are promoted through PDBW activity and a zero-tolerance approach to overt or endemic prejudice.</p> <p>BLM/PRIDE month agenda items for E&D forum & then wider college meetings June 2020.</p> <p>BLM statement on website from 26th May. Tutorial package amended to address learner fears and anger.</p> <p>Calculated grade process included external moderation by non-aligned principal to insure against unconscious bias.</p>	
3.4	Continue to ensure E&D is a requisite part of contract tendering processes	<ul style="list-style-type: none"> • E&D policies required at the due diligence stage for potential partners and suppliers • Check contracts for E&D criteria • Contract monitoring meeting minutes 	Deputy CEO & Group Director Estates Group Director of Apprenticeships and Business Development	Aug 2019 ongoing	<p>Equality & Diversity policies and practices for organisations we work with are reviewed as part of due diligence to ensure that they comply with NCC standards. All due diligence completed and up to date for 2019/20. E&D is a standard agenda item at partner review meetings.</p>	
3.5	Produce E&D annual report for 2018/9	<ul style="list-style-type: none"> • Action Plan produced and acted upon • Annual report produced 	Group Director of HR	Oct 2020	<p>Produced KPIs for HR staff.</p> <p>Continually analysing and monitoring staff data to ensure all staff can access college resources</p>	

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					Continually analysing and monitoring student data to ensure all students can access college resources. Interim reports produced for Governors.	
Leadership and Management: Ensure building, facilities and services are accessible to learners, staff and other stakeholders						
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4.1	Ensure that the College's Property Strategy takes account of any E&D issues	<ul style="list-style-type: none"> Check implementation plans for Property Strategy 	Group Director of Estates Group Head Strategic Projects	Aug 2019 ongoing	Estate's strategy will consider E&D implications as part of respective campus master planning. Poplar redevelopment reviews E&D at a macro and operational level. The refurbishment of SEND areas at Hackney & Redbridge are fully accessible and inclusive. All new minor works involving adaptations and alterations consider E&D impact.	
Personal Development, Behaviour and welfare: Ensure advancing equality and engaging with diversity are well embedded in the delivery of activities which promote development and positive behaviour and in the implementation of our duties for welfare, safeguarding and promoting shared values						
Key actions	How will this be done and or evidence sources	Lead department/person	By when	Achieved /progress to date	Status	
5.1	Promoting the curriculum to non traditional applicants and areas of Underrepresentation.	<ul style="list-style-type: none"> Positive role models Matrix accreditation Risk assessment to individuals Equality and Diversity ethos 	Principals Group Director of Communications & Customer Services	Sept 2019 ongoing	Applicants are assessed on merit. All prospective learners are encouraged to apply for courses which reflect their aspirations and abilities regardless of potential barriers to learning. Gender differentials in curriculum areas are reducing. Careers pathways are promoted using role models which promote under represented groups... Marketing information reflects Diversity of the College.	

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					The College actively advises parents on the best career or university for their children rather than which option or university is nearest to their home.	
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